CRITICAL THINKING PROCESS IN SCHOOL CHILDREN

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Abstract: The article investigates the ideas and views of foreign and domestic scientists in solving the problem of development of critical thinking. The need to form and develop critical thinking among primary school students in the context of the introduction of new educational standards is revealed.

Keywords: Theory of the development of critical thinking, critical thinking, mental process, intelligence, methods and techniques, methodology.

Each teacher wants an atmosphere of creativity reigning in his lessons, so that students show vivid imagination, imagination, can compare, rely on intuition, build associative connections, think about problem situations and offer a way out of them, is able to defend their own opinions.

Traditionally, the success of training was measured only by the amount of student learning material. It is extremely difficult for a modern student to motivate to cognitive activity in the conditions of a vast modern information space. Today we cannot limit ourselves to methods that encourage the student to mechanically perceive knowledge. Modern life requires high-level thinking, the ability to adapt to a wide range of social and intellectual situations. This, in turn, requires the teacher to seek out, introduce new educational technologies into practice.

Among the many innovative methods that allow achieving positive results in the formation of the mental activity of schoolchildren, considerable attention is paid to the technology of critical thinking. Over the past twenty years, this problem has become quite relevant.

Among the researchers involved in the development of this problem, from philosophical, psychological and pedagogical points of view, we can distinguish such researchers as E. de Bono, J. Dewey, D. Halpern, D. Cluster, R. Johnson, J. Steele, K. Meridit , S. Plaus, R. Paul.

So, the views of D. Halpern are shared by many contemporaries. In her work Psychology of Critical Thinking, she notes that critical thinking is, above all, creative thinking. Halpern reveals the problem of “how to teach,” and “nothing to teach” [9, p. 7].

In the work “Psychology of Evaluation and Decision Making”, according to S. Plaus, the development of critical thinking is directly related to the ability to evaluate and make decisions. Rationality means nothing more than “correctness”, and in this case, Plaus presents many methods that help to find this “correctness” [3, p. 315].

R. Paul connects critical thinking with intellectual standards. He gives his interpretation of critical thinking: “This is a way of foreboding and progressive movement towards standards and values. Inherent to trained thinking, because learning to think means the ability to comprehend ”[4, p. 6].

According to M. Lipman, students should do the same as scientists if they want to learn how to soap themselves [5, p. 3].

V. Ruggiero [6] connects critical thinking with feelings. This is a fairly well-known fact in science. Feelings and thinking are complementary.

In the works of scientists, it was proved that the main purpose of critical thinking is the solution of problems (tasks), and its main result is judgment.

It is also important that it was on the experience of these scientists in the development of critical thinking among students that Russian philosophers, psychologists and teachers relied. Over the past decade, this problem has attracted the attention of domestic scientists (Bolotov V., Korzhuev A., Sorina G., Butenko A.). However, it should be noted that studies on the formation of critical thinking in school-age children began only in the 70s of the last century (Veksler M., Sinelnikov V., Lipkina A., Rybak L.).

At this stage in the development of pedagogical thought, the question of using the technology of critical thinking in practice in teaching younger students is quite relevant.

It is known that the technology for the development of critical thinking in the process of teaching a child is a combination of various methodological techniques that encourage students to research creative activity, create conditions for them to learn material, generalize the knowledge gained.

The purpose of this technology is to develop the mental skills of students, necessary not only in study, but also in ordinary life.

To implement this methodological system, additional conditions that are created at the school specifically for mastering the latest technologies are not needed. The only prerequisite for work is the teacher's desire to work creatively, in a new way.

This technology helps prepare children of a new generation, children who can logically lather, communicate, hear and listen to others. A. Savchenko notes that a modern person is objectively forced to be more mobile, informed, and critical and creatively thinking and, therefore, more motivated to self-education and self-development [7, p. 5].

In the process of educational activities, the use of critical thinking development technology is, first of all, carried out in reading and writing lessons. Due to mastery of the techniques, the process of understanding the text occurs at the stages before reading, during reading and after reading.

Use occurs from the first class according to a given algorithm - the teacher seeks:

a) develop the ability of the student to express personal opinions on various issues and problems, to form the ability to express their thoughts first in oral and then in written form, to do this clearly, confidently and correctly in relation to others;

b) teach the student to argue his point of view and take into account the point of view of others;

c) to form the student's ability to take responsibility for certain actions;

d) teach the child to participate in joint decision-making;

e) develop the ability to build constructive relationships with other people;

f) Develop the ability to collaborate and work in a group.

At the "challenge" stage (created by the teacher), the previously existing knowledge is activated in students, interest in the topic is awakened, and the goals of studying the upcoming educational material are determined. At this stage of the lesson, not a challenge is made; not a challenge at all, but a challenge of exactly the information that is relevant in this lesson. Students are offered a task - to choose from words - speech parts - only nouns: crow, funny, frog, jump, skates, frost, yellow, green, pencil, bullfinch, about, sparrow, joyful, swan, galloping, coat, birch, yellow , red, dog, student, under. The assignment is based on analysis. At the end of the execution, the children put forward the conclusion: "I chose these words because it is possible to put questions to them who? what? And nouns answer these questions. "

This stage is substantial, during which meaningful work on the problem of the lesson takes place.

After analyzing the nouns, students come to the conclusion that they can be animate and inanimate, their own and common nouns, vary in numbers, have a gender. In this case, the teacher constantly returns to the problematic issue in the "head of the fish." At the same time, students themselves conclude that not all nouns vary in numbers, and that for some, the form of a word does not change. The transformation of common nouns into their own is surprising in children.

Summarizing the foregoing, we can conclude that the technology for the development of critical thinking makes it possible for each student to be realized. Discoveries made in the lessons as a result of the search, quietly become a habit for children. The criterion for the effectiveness of the experience is to increase the cognitive activity and educational motivation of younger students.

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